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ABSTRACT

In an effort to improve upon Kentucky's existing system for evaluating adult basic education (ABE) programs within the state, an ongoing peer evaluation system was developed and pilot tested. The system was based on a learning center evaluation instrument that was developed by Kentucky Learning Center teachers in January 1985; the "Quality Standards for Adult Education Programs," which were developed and disseminated through the U.S. Department of Education's Division of Adult Education; and an evaluation program, entitled "Project Quality," which was developed and implemented by the Adult and Continuing Education Section of the Illinois State Board of Education. Ten adult educators (teachers and administrators) were selected to lead the project's evaluation teams. They received two days of intensive training in the philosophy of the evaluation process and took part in the actual on-site evaluation of two programs. These team leaders then worked with a total of 25 evaluation teams to evaluate 11 adult education programs throughout the state. The team approach to conducting peer evaluations turned out to be very successful. Not only did the evaluations benefit the programs being evaluated, but they had a positive impact on the evaluation team leaders and team members and on their efforts to improve their own programs. (Appendixes include the quality standards for adult education and the ABE program evaluation instrument used during the field test.) (MN)

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PROJECT EXCELLENCE

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FINAL REPORT 1987

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A FINAL REPORT

for

PROJECT EXCELLENCE

July 1, 1986 to June 30, 1987

A Report on the Development and Field Testing of a

State-wide Evaluation System for Adult Education

in the Commonwealth of Kentucky

Conducted by

MOREHEAD STATE UNIVERSITY

and

Adult & Continuing Education Consultants, Inc.

in Cooperation With

The Kentucky Department of Education

Alice McDonald, Superintendent of Public Instruction

PROJECT EXCELLENCE

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Introduction

The Purpose of Project Excellence

In an effort to provide the kind of quality evaluations Kentucky Adult Basic Education programs deserve and to further identify those areas that constitute key factors in the determination of quality in adult education programs, the Division of Adult and Community Education contracted with Morehead State University to develop and implement an ongoing peer evaluation system.

This system was based upon the following three models:

- A learning center evaluation instrument developed by the Kentucky Learning Center teachers in January 1985.
- "Quality Standards for Adult Education Programs," developed and disseminated through the Division of Adult Education, U.S. Department of Education.
- "Project Quality," the evaluation program developed and implemented by the Adult and Continuing Education Section of the Illinois State Board of Education.

The project would also serve to further identify and clarify the evaluation requirements of the U.S. Department of Education as they appear in the State Plan.

Morehead State University solicited the services of two individuals, both of whom possessed extensive backgrounds in the development and implementation of state-wide evaluation systems

for adult education. They are William E. Reynolds, formerly the State Director of Adult Education in Illinois and Ralph L. Goodman, President of Adult and Continuing Education Consultants, Inc., Springfield, Illinois. Both individuals developed and implemented "Project Quality" in the State of Illinois. Mr. Reynolds also served as a consultant to the U.S. Department of Education in their efforts to identify a set of evaluative standards for adult education nationwide.

The strategy for the implementation of the project was straight forward as stated in the proposal and contained a clear set of objectives and resulting tasks which are addressed in other sections of this report.

SECTION I

Procedures

The procedures used in the conduct of the evaluation design and pilot testing were based upon those procedures and practices that were proven successful in other states from both an effective and efficient standpoint.

The evaluation design consisted of the use of a team of adult educators under the leadership of an experienced adult educator/evaluator. The team used a prescribed set of evaluative criteria to determine the scope and quality of the adult education program and eliminated, as much as possible, the subjectivity of individuals serving on the evaluation team.

There were a number of extremely important steps that were to

be taken in a logical sequence in the development of the system design. A brief review of those are as follows:

1. Determination of those state policies and procedures that must be considered in the project design.
2. Review the literature on valid evaluative criteria and determine those standards selected for use in the evaluation project.
3. Select a review team within the adult education community to assist in the criteria selection.
4. Select the individuals who would serve as future team leaders.
5. Train the team leaders in the use of the evaluative criteria and techniques. Use on-site training for reinforcement of needed skills.
6. Orient the state staff on the entire evaluative process in order to place into perspective their relationship to the evaluation process.
7. Pilot test the process by conducting program evaluations utilizing the team leaders.
8. Conduct a feedback on the pilot evaluations and make necessary adjustments.
9. Provide an informational stratagem to the field via a brochure and program presentation at the Adult Education Conference.
10. Survey the team members about the impact of the evaluation on them as participants.
11. Review the entire process with the state staff and team

leaders and include their recommendations in the final report.

12. Complete and submit a Final Report to the Kentucky Department of Education.

A more detailed discussion of these various procedures will be found throughout other sections of this report.

Section II

Evaluation Criteria Selection

The selection of evaluative criteria was undoubtedly the one most important aspect of the project. The criteria actually determines the importance that is applied to each aspect of the adult education program.

With this in mind, the project staff reviewed all of the literature that was available before submitting a model to the state for their consideration.

From this review, three sets of criteria were chosen that contained those quality factors necessary to be considered as standards for future evaluations of the adult education programs in Kentucky. A review of these three follows:

A. Project Quality

Project Quality was an outgrowth of an attempt by the Illinois State Board of Education to select a method of evaluating adult education programs in Illinois. This model was based upon quality standards that would determine the level of quality in programs. To also reduce the chance of natural biases, a peer evaluation process was chosen.

Input into this process was solicited statewide and contributed to the design of a system which was consistent with those recommendations from the adult education community. Evaluative practices were also collected nationwide and incorporated into the final evaluation process that is presently used in Illinois.

This evaluation process was field tested and modified over the past four years. The most significant changes came as a result of the development of the "Standards" published by the United States Department of Education and as a result of direct input from the evaluators and programs which were involved throughout the field testing.

B. U.S. Department of Education Standards

With the aid of ten State Directors of Adult Education, the U.S. Department of Education developed a set of standards for evaluating adult education programs. These standards were accepted by the National Council of State Directors of Adult Education as a set of valid evaluative standards by which the quality of adult education programs could be measured.

In consideration of the readers time, a detailed discussion of the development of these standards has been omitted. However, a complete set of the standards has been included in the Appendix of this report.

C. Kentucky Adult Educators Input

When the decision was made to undertake a serious evaluation of the quality of adult basic education programs, Kentucky's Division of Adult and Community Education searched for a way to

enlist local staff cooperation rather than risk antagonism. What developed was a process in which local adult educators formulated their own standards, first through correspondence and finally through direct discussion.

Teachers were reminded that evaluation with the aim of improvement rather than criticism is more and more an experience of all classroom teachers. They then were asked to contribute by mail a list of areas in which they would want to be evaluated. Without any editing, all lists were compiled and returned to teachers for comments, deletions, and additions. This was repeated three times before teachers finally assigned values of 1 through 4 to the items listed. With copies of the high priority items in hand, all full-time learning center teachers in the state met to develop a list of standards.

What was most satisfying about this experience was the genuine desire of these professional educators to evaluate programs in light of what should be rather than what is.

The evaluative criteria which was eventually utilized in the field testing process can be found in the Appendix.

The major concern of the project staff was that regardless of what criterion was selected, it should: (1) have validity, (2) be realistic in terms of expectations, (3) be consistent with state policies and (4) be fully understood by those who were being evaluated.

It is the opinion of the project staff that the four factors were, in fact, fulfilled thus making the evaluation project truly objective and reflective of the philosophy of the adult education community and the state staff.

SECTION III

Staff Development and Training

One of the most critical aspects of the project was the selection and training of prospective team leaders who would become the nucleus of the field testing and also all future evaluations. The budget did not permit extensive and elaborate training exercises. Therefore, the quality and knowledge of the persons selected as potential team leaders were paramount to the project.

The state department staff were responsible for the selection of these individuals. The project staff stressed the importance of the qualities needed by these persons in order to ensure the success of the project objectives.

Each individual selected had to meet the following personal and professional criteria:

1. Possess recent education and experience in adult education.
2. Be a respected member of the adult education community by demonstrated performance.
3. Have the support of their administration to participate in the project.
4. Have a basic understanding of the state administration of adult education programs in the state.
5. Commitment to serving as a team leader in future evaluations.

Ten persons, representing teachers and administrators, were selected as potential team leaders and participated in two days of

intensive training. This training consisted of learning the philosophy of an evaluation process and fulfilling the outcomes desired.

Interview techniques, organizing of an evaluation team, understanding the use of the evaluative criteria and forms, writing final reports and conducting exit interviews were the major areas covered in the two day training activity. In addition to the ten team leaders selected to participate in the inservice training, two persons from the state staff also attended and participated in this activity. Their participation reinforced a complete understanding of the process and desired outcomes.

The second phase of the inservice training consisted of an actual on-site evaluation of two programs. The two project staff served as team leaders and the ten individuals and two state staff members served as team members. This "hands on" experience permitted each individual to experience the step by step process which they, in turn, would be conducting in the field testing process.

The two evaluations, one in the Fayette County Public Schools and one in the Hardin County Schools was conducted simultaneously during a two day period. At the conclusion of the evaluations, both teams met in Lexington to critique the evaluation process and clarify any questions or apprehensions concerning their participation in the evaluations.

The project staff was most pleased to discover almost no problems in these initial evaluations. Much of this success must

be credited to the selection of the individuals and their professional acceptance of a most difficult task. In the two evaluations, each member addressed every evaluative criteria even though there were controversial issues which were apparent. The team members appeared to know how to address each issue from a positive standpoint and without intimidation of individuals or negative program criticism. In conclusion, the project staff observed excellent knowledge and performance on the part of every prospective team leader. There were no apprehensions by the project staff as to the ability of the individuals to conduct evaluations without direct assistance.

One other major aspect of staff development was the orientation of all state staff within the Division of Adult and Continuing Education on the philosophy and proposed development of the project. It was absolutely essential that they be involved in the structuring of the evaluation system for they are the individuals who must provide the technical assistance to programs as those needs are identified in the evaluations.

The staff was very open to the project design and provided much input throughout the developmental process. As the evaluation system emerges, the staff can be better prepared to offer definitive suggestions for its' improvement.

A special appreciation from the project staff to all of the state staff is expressed. They are truly professionals in every sense of the word.

SECTION IV

Programs Evaluated

A total of eleven programs were evaluated during the field testing. They represented large comprehensive programs, intermediate sized programs and smaller instructional entities. The programs were located in large metropolitan areas as well as rural and medium sized communities throughout the commonwealth.

One of the objectives of the project staff was to analyze the recommendations and commendations found in the evaluation reports submitted to each of those districts participating in the field testing. The project staff looked specifically for patterns of strengths and weaknesses that were common to all programs evaluated. These findings are reflected in the recommendations found in Section VI of this report for consideration by the Kentucky Department of Education in future statewide evaluation efforts.

The following is a list of adult education instructional programs which were evaluated as a part of the project.

Program Name

Bowling Green Independent Schools

Fayette County Public Schools

Hardin County Schools

Hopkins County Schools

Jefferson County Public Schools

Laurel County Schools

Montgomery County Schools

Murray State University

Owensboro Independent Schools

Paducah City Schools

Union College

Although there was evidence of complete cooperation by all districts in this initial evaluation effort, there appeared to be some issues that need to be addressed in future evaluations. Every effort should be made to supply each program to be evaluated with a complete set of evaluative criteria in order for the district to be prepared with evidence of program quality attainment.

A general pattern that evolved in all "commendations" was not only the cooperation of the entire staff of the programs, but also their willingness to relate an accurate picture of the status of the program. Specifically, the administration expressed the desire to better understand the program and further, to take the steps necessary to alleviate confirmed problem areas.

Local support in terms of providing facilities, financial aid, equipment and countless ancillary assistance was noted in every evaluation report. There seems to exist much more direct support for adult education programs than was initially perceived. Recognition of this fact by the evaluation team members was evidenced throughout each report and by the team leaders during their final meeting of the project with the project staff.

Recommendations by the teams were intentionally kept specific and the number limited to only those items that appeared to have a

negative affect upon the scope and quality of the program. All recommendations had to also be within the scope of the local program to address the problem.

Those recommendations that appeared with the greatest frequency and therefore tended to give a more composite statewide picture of common problems are as follows:

1. Administration

   There appeared to be a concern in most programs about administrative lines of communication as well as specific duties of staff within the programs. Most of these problems, when brought to the attention of the chief administrator, were explained or were to be reviewed and acted upon. All in all, the lack of resources for administrative services was the one most contributing factor to any administrative problems.

2. Staff Development

   The absence of staff development activities at the local level was by far the greatest problem area. Since few adult education instructors are full time employees and resources are extremely limited, this is an area that needs immediate attention at both the local and state levels.

3. Community Involvement

   Direct community involvement is not only desirable but absolutely essential if the maximum number of adults are

to be served. Most programs need to establish lay advisory councils that will aid in the scope and quality of instruction.

4. Long Range Planning

The evaluation teams found little evidence of long range planning or the involvement of all staff and the community in this planning activity. Limited federal and state resources dictate the necessity for the acquisition of more local support. This can be accomplished much more easily with a long range set of goals which will enhance and expand local efforts to serve the disadvantaged adult. Efforts to increase the states' awareness of the under-educated adult and the consequent impact upon the Commonwealth can be accomplished by a vigorous local effort to educate the entire state about the problem.

Although there were many other individual items that were identified in the final reports to local districts, those reviewed above constitute those most acute areas of concern.

Section V

Evaluation Team Survey

Following the completion of the eleven evaluations state-wide the project staff conducted a survey to determine what impact, if any, the experience of serving on an evaluation team had upon the individual team member and/or upon his/her program. The survey was mailed to twenty-five (25) individuals, the total number who

actually served on teams. All twenty-five returned the survey appropriately completed.

The survey contained two questions, both of which were of the open ended type. The two questions were: 1) How did serving on an evaluation team affect you professionally? and, 2) What changes did you make in your adult education program, if any, as a result of having served on an adult education evaluation team?

The responses to these questions are probably the most accurate method of assessing the true impact of the process on individuals. They relate to the changes in individual attitudes about evaluations and also provide the state with an excellent indication of the residual effects of the peer evaluation process on program improvement.

This survey is so enlightening that the responses are presented verbatim (except for individual or program identification).

Question I: How did serving on an evaluation team affect you professionally?

- Serving on the evaluation team evaluating Hopkins County gave me insight into the problems of adult education in the community. One positive aspect of the Hopkins county program was the positive public relations program.
- It made me more aware of the total efforts being made by many people in meeting the needs of learners. It also gave me a chance to see other programs, talk with other coordinators,

and look at materials used. It re-motivated me and caused a renewed effort for working as a team effort to bring the State of Kentucky to the top.

- It caused me to see what a comprehensive adult basic education program should consist of.
- It stimulated my thinking to see some other professionals working at the same objective but using different routes to attain their goals.
- Serving on the evaluation was a very good experience for me, professionally. Regardless of how long a person has been involved in learning centers or adult education, he or she gains a lot of knowledge by seeing other programs in action. I do feel that the evaluation instrument is quite lengthy and at first a bit overwhelming. It would help, in the future, if each team member would be assigned a specific area (such as materials, literacy, homebound) to evaluate. In that way, the evaluator would not feel negligent in any specific area and would in turn be thorough in the evaluation.
- I feel that it has caused me to re-evaluate myself and my program. It made me appreciative of my local community's resources and support. I came back with renewed vigor and appreciation of my students. It did me good to get away and see how other programs work.
- Having only worked in adult basic education for the past few months, I was particularly appreciative for the opportunity to see what a criteria for an effective program would be. This is the first time, I believe,

we've really had "standards" or "benchmarks" for which to strive. I would not have been familiar with these had I not been on a team. In addition, it gave me exposure to other programs where I was able to share a few things from us and to learn some things which will benefit us. Another major benefit I have experienced is that of networking with colleagues from around the state. Through my other team leaders and also the programs I evaluated, I now know many more people in the field than I knew before.

- It made me take a good hard look at what I do, so that I might judge what others are doing. It offered a chance to see other programs and how operations are different and similar.
- Being asked to serve on an evaluation was in itself an honor and privilege. It afforded me the opportunity to work with other adult educators in a professional manner. Getting to know other professionals in your area of work is always a boost to your own professional growth. Being included on a team also allowed my superiors, peers, and employees at work, see me in a different role, thereby improving my work image. Hopefully, being on a team has not made the program people being evaluated think of the members as "hatchet men" or "picky" peers.
- Serving on the evaluation team gave me the opportunity to examine what is expected of an ABE-GED program, which will in turn help me to set standards of expected performance.

The training sessions gave me an opportunity to work with and meet informally with peers which is important to a new member. Serving allowed me to participate in professional growth activities. Serving on the evaluation team allowed me to demonstrate a sense of professional responsibility.

- It provided me an opportunity to contrast our L/C program with another similar program. The experience of interacting with other professionals doing similar things broadened my own expertise by being exposed to different but somewhat similar methods and materials used in the field of adult education.
- Helped to identify successful practices in ABE and developed appreciation for professionals among ABE teachers and administrators.
- I think it has helped me to be more objective about my program. It has helped me to evaluate my role as a supervisor and to look for other ways to strengthen my program.
- It is always helpful to observe how other centers operate and to share ideas. Since I work in a vocational school learning center, I had not had close contact with the homebound and literacy programs. I am now more aware of what the adult education programs can offer, and I feel that I am better qualified to refer students to them if their services are needed.
- It gave me many good ideas as to how I can improve our Adult Education Program.

- It allowed me to converse with people across the state and to learn more about how other programs operate. I also learned more about materials and equipment available.
- I feel it was very beneficial to me. I am sure I learned more from the experience than the system we visited. It would be good if all adult educators could visit other systems and see what they are doing.
- It was good to see how other schools conduct their programs. I have had a very good experience in meeting other people, also sharing with them how we achieve our goals and objectives in our program. It also gave me an opportunity to give some input that might help other systems. I really enjoyed serving with co-workers from other parts of the state, it was very, very good. The person who led the evaluation was very thorough. After finishing orientation we knew what to look for and how to conduct ourselves.
- It was a learning experience as well as a pleasure. Sharing ideas and learning new ideas is always beneficial to everyone. I felt I benefited from evaluating a program in which I knew no personnel. I was able to be more objective, hopefully without being intimidating to anyone.
- I was very pleased to have the opportunity to serve on the team. I was very impressed with the level of professionalism by Marlene Haney, the team leader. She stayed on task and was well-organized. I also enjoyed working with the other members of the team and getting to know them. As a result

of serving on this team and having the opportunity to meet and interview personnel, and to evaluate the program, I have a much better understanding of the ABE program structure.

- It was a very positive experience. It made me very proud of our program as I feel we get more results from dollars spent and reach more people than some programs. It made me feel very good.
- This experience affirmed my feeling concerning the advantages/disadvantages of placing an Adult Learning Center in a university setting. I had an opportunity to become better acquainted with additional professional people in the adult education field. It is always beneficial.
- I have been able to look at my program and find the strengths and weaknesses and begin to make plans to make changes and improvements. It is also helpful to know what the state department will want to look at when our program is evaluated. I was able to see how various materials work and how effective they are.
- I felt honored to be chosen to serve on the evaluation team. I obtained some valuable information from the program and the team itself. It was helpful for me to see how larger programs operate.
- Serving on the evaluation team was helpful to me. I learned about additional materials which are effective in programs for students who have special needs. The Adult Literacy Program at Jeffersontown High School was

of interest to me. The enthusiasm of the tutors and students in this program was inspiring.

- The most positive benefit of serving on an evaluation team is that I was able to observe another program at work. The experience enhances ideas and creates vision for planning and implementing, as well as sharing with others.

Question II: What changes did you make or do you intend to make in your ABE program as a result of your service on a team?

- Promote the selling of the ABE and GED program within the institution. Corrections plans to have regular GED award ceremonies for inmates completing the GED and recognition ceremonies for inmates making significant progress.
- It caused me to apply the standards and techniques to my program, gave a chance to re-evaluate and to apply successful methods observed.
- To review our program on the basis of the comprehensive standards. To provide more effective in-service training for our paraprofessionals.
- Along with my supervisor, I'll write a philosophy and statement of goals and objectives for observation. Other than that, I can think of no changes I'd make.

- I had already instituted a staff development committee and plan, and a marketing committee and plan, and had in mind instituting an instruction committee and plan. But since my being on a team, I am putting together committees to look at long range planning, evaluation, recognition and communications. In addition, I picked up some ideas from other programs such as teacher resource library (Union College). We are going to work toward establishing this. Also, some of the deficiencies I noted in others are the same as ours, i.e., lack of signs, long-range planning, teacher communications. It makes me realize we are not so different after all!
  I will be more careful with record keeping. Your records can tell much about your program. I will keep more of the advertisements and publicity generated by the program for future reference. I picked up some ideas on follow-up that may be helpful.
- As a result of serving on an evaluation team, I plan to make better use of evaluation techniques and statistics in my own program. I also plan to form an Advisory Council from the community to help our program. I also plan to compliment my staff on their performance and personalities more often. They do a great job!
- I plan to involve teachers and paraprofessionals in goal development. 1) Provide goal direction. 2) Develop long and short range goals. 3) Develop goals which reflect

societal needs and trends. I will also inform staff of evaluation process and expectations and inform staff of new developments and ideas in education.

- I am unsure, but the experience presented me with some different insights about operating an adult learning center, e.g. how to schedule staff for conducting evening classes.
- Plan to use evaluation standards to structure programs for 87-88.
- I intend to compile all of the information needed on the evaluation instrument and put this in a notebook for all paraprofessionals. One idea that I liked was the type of sign-in sheets used in Hardin County, and we are now using those.
- In the vocational setting we have certain requirements which have to be met. As far as curriculum is concerned, there cannot be many changes made. I would like to see our students receive more recognition from the local media. I will make a greater effort to get publicity for our students' accomplishments.
- I plan to try to improve our retention rate, to have an outreach program, and to move toward a more individualized approach in instruction.
- Literacy reading classes, new promotions, get a TABE score machine and handle graduation differently.
- Some of their recruitment methods were excellent. I plan to use these in our recruitment next year.

- In our upcoming school year of 1987-88, we plan to take a long hard look at our curriculum, work on better planning and self development, keep up the work we are now doing on (It Pays to Advertise), we feel this has been very rewarding for us. Also, the community task force will still work with us.
- We will be sure the documentation is done for various aspects of the program, such as needs assessment among employees, even though our program is not very large. I would like for our district to give more attention to those who receive GED's such as including them in the county's graduation services.
- Serving on the team gave me the opportunity to see, first-hand, how a program can work successfully. As a result of this experience, I plan to have a larger variety of materials for students. I also learned some good management techniques since the district was willing to share some forms they had designed. I also plan to work more on staff development.
- We need to have some kind of exit ceremony. I've known this for awhile, but my visit brought it to mind again. We should have an Advisory Committee, and we will begin these things next year.
- Not a great deal since I work only indirectly with our learning center. I did talk with the local director about the team visitation procedure.
- My record keeping is better than in many places, but there are some areas that need improvement. For example: student indi-

vidual files and progress reports. So I have started improving my recording system.

- I plan to improve my method of student record keeping.
- A change suggested for our program as a direct result of serving on the team was in the method of record keeping. I prepared an enrollment form which shows the students record of attendance for an entire year. This method of record keeping will facilitate the preparation of many reports which are made on a monthly basis and a twenty day basis for our students. A copy of the form is enclosed.
- The experience will enable me to draw information from another resource when consulting with local programs in Kentucky.

Other Comments:

- I think this process is one of the best tools for improving the quality of ABE instruction in Kentucky that could happen! Now I've served in a team, as a team leader, and I've been evaluated,
  and I think the program in which I work has greatly benefited because of my exposure to this. Plus, by involving others on the teams, we'll become so much more cohesive as a state in our adult education efforts. Let's make sure it continues!
- Programs with part time night classes should be evaluated in the fall, probably late October. It was very discouraging to try to evaluate a class without really seeing it. The importance of getting the self assessments back to the team

early should be stressed to all supervisors. The statistics from the state did not really seem adequate as an indicator of what was happening in the program. I felt that the people on my team were really good professional educators.

- Thank you for inviting me to serve on an evaluation. It was a good experience with a group of very nice people. These experiences always allow you to grow professionally and learn about other people and their programs.
- Adult educators are a rare breed of highly motivated and dedicated individuals of which I am proud to be a part.
- Tremendous experience!
- I was amazed at the lack of materials with which the adult education program had to work. My school is blessed with a good budget and ample supplies. I will not complain again!
- I enjoyed meeting and working with highly dedicated professional educators.
- I really enjoyed the experience.
- I feel the process is a good idea. Both the evaluator and the program being evaluated should benefit from the program.
- I feel that the evaluation should be conducted in October or November, at least before the night programs are over. I sure enjoyed the learning center, and learned so very much about how they operate. It was indeed a pleasure for me, thanks a million for inviting me to serve.
- The program at Montgomery County is a very good program. I enjoyed visiting with the staff and meeting some of the people.

Section VI

Recommendations

1. It is recommended that the evaluation project be continued and that the Adult Education Unit of the State Department of Education develop long-range plans and policies regarding the project especially in light of the new Federal Adult Education Act and the attending rules.
2. It is recommended that funds to reimburse participants in future evaluations for their travel and honoraria should be under the control of the coordinator of the project so that reimbursement can be made promptly and efficiently.
3. The State Department of Education should prepare a program of evaluation for the very small adult education programs in Kentucky. A suggestion is to schedule neighboring small programs back-to-back so that two or more in a day or day and a half can be evaluated.
4. Evaluation follow-up should be strengthened. Suggestions are to send final letters to chief school officers promptly so that state educational consultants can visit the programs shortly after the final letters are received and provide assistance to the local district in its' efforts to implement the recommendations. Also, it is recommended that the state establish additional procedures to encourage programs to implement evaluation recommendations.
5. It is also recommended that in the future more care and lead time be given to the matter of scheduling evaluations so that

evaluations are scheduled when the program is in full operation and enough time is allowed to send preparation materials to both the evaluation team and the local program director.

6. In reviewing the impact upon the team leaders and team members and their efforts to improve their own adult education programs, it is recommended that participation on evaluation teams be shared by as many different adult educators as possible. This will not only distribute the impact and responsibility, it will also build a large base of evaluation expertise in the state.
7. The state should be aware of its policies, rules, and laws, and how these controls affect the operation of local adult education programs. The evaluation process will expose weaknesses in the state controls, where they exist, and indicate a need for change. Some considerations in this first year of evaluations are: (1) Should the state develop job descriptions for learning center directors? (2) Should the state approve the evaluation project early in the project year to provide time for planning and preparation of materials for the evaluations? (3) Should the state define and specify learning centers in adult education in such a way that other instructional modes cannot easily be confused with learning centers?

Conclusions

It is impossible to express the gratitude of the project staff to all of the individuals that were involved in Project Excellence. To accomplish what has just been completed is a feat that usually encompasses years of research and implementation efforts.

The support of the entire adult education community, the state, and the complete cooperation of the project staff and team leaders carried the project far beyond the greatest expectations of the staff.

For this professionalism, we are all winners, especially those adults less fortunate than ourselves.

A P P E N D I X

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The adult education program has an established philosophy and goals for guiding program operations.					
Elements A.1 The program has formally adopted a philosophy and goals for guiding program operations.					
A.2 The conduct of the program is consistent with approved philosophy and goals.					
Standard B. The adult education administrator has a formal organizational structure for conducting the program.					
Elements B.1 The administrator has a formal chart depicting organizational structure and relationships among staff members.					
B.2 Duties and responsibilities of staff members are available for examination as part of available records.					
B.3 The formal organizational structure is used as a basis for processing information, recurring work assignments, communicating with students, and working with the community at large.					
Standard C. Duties, functions, and qualifications of staff are primarily adult education oriented.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Elements C.1 Staff have received training and/or degree in adult education courses of study.					
C.2 The duties and qualifications of program staff are related to adult education activities.					
Standard D. Administrative support services are commensurate with those required.					
Elements D.1 Clerical support is available for program usage.					
D.2 Support staff serves instructional, administrative, and student needs.					
D.3 Staff can process routine contacts with minimal assistance.					
Standard E. Management practices are employed to achieve optimum program results.					
Elements E.1 The adult education administrator coordinates major program elements to achieve results.					
E.2 The adult education administrator delegates specific tasks to appropriate staff.					
E.3 Program administrator follows through on tasks to ensure completion when scheduled.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
E.4 Major events are coordinated to occur at appropriate time intervals throughout the year.					
E.5 Criteria for employing program personnel are available upon request.					
E.6 Student enrollment, instructional progress, follow-up data, and fiscal reports are reported to the State education agency on a timely basis.					
E.7 Fiscal accountability procedures are in accordance with program operating procedures.					
E.8 Program descriptions are available for providing information to adult education students and members of the community.					
Standard F. An Adult Education Advisory Council has been established and periodic meetings are conducted.					
Elements F.1 A listing of representative program personnel serving on the Advisory Council is available.					
F.2 Advisory Council meetings are regularly conducted with supporting records and minutes available for examination.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The adult education management plan consists of goals and objectives consistent with legislative and State plan requirements.					
Elements A.1 Objective statements describe measureable, outcomes (i.e., products, program changes, student accomplishments).					
A.2 Program purposes and objectives encourage adult basic education programs that will: (1) enable all adults to acquire basic literacy skills necessary to function in society; and (2) provide training and education that will enable them to become more employable, productive, and responsible citizens.					
Standard B. The goals and objectives of the adult education program have been disseminated to staff.					
Elements B.1 Materials have been published and disseminated to staff regarding program goals and objectives.					
B.2 Staff meetings are conducted with staff and faculty to provide information and discuss program issues relating to program goals and objectives.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard C. There is evidence of the program's objectives or progress in achieving those objectives.					
Elements C.1 Program achievements are disseminated to adult learners, counselors, advisors, and other organizations.					
C.2 Review and feedback of progress with higher level administrator in meeting program objectives occurs on a periodic basis.					
Standard D. A long range plan for adult education in the community has been developed.					
Elements D.1 A community needs assessment is used to provide a basis for the future growth and direction of the program.					
D.2 Several long term solutions have been incorporated into the long range plan.					
D.3 The plan ensures the target population will be served in the present as well as in future program operations.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Instructional facilities are readily accessible to adult students.					
Elements A.1 Facilities are located near target population.					
A.2 Facilities are accessible for handicapped and physically disabled students.					
A.3 Some of the classroom facilities are accessible by public transportation.					
Standard B. Facilities are adequate for instructional staff.					
Elements B.1 Storage space is available for instructor materials and equipment.					
B.2 Study space is available for instructor personnel.					
B.3 Space is available for intake processing and counseling of students.					
Standard C. Instructional facilities meet safety and health requirements.					
Elements C.1 Physical environment is conducive to safety and health.					
C.2 Classroom furnishings and equipment are conducive to health and safety.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.3 Adequate lighting, ventilation, and temperature controls are found in classrooms and building.					
C.4 Toilets and other sanitary facilities are available for men and women.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Instructional materials are provided for usage in enabling students to become functionally literate.					
Elements A.1 Adequate instructional materials are available for each class.					
A.2 A variety of classroom materials and supplies are available for students.					
A.3 Instructional materials are up-to-date, free of sex and cultural bias, bilingual/ bicultural if necessary, and appropriate to reading and mathematical levels. Special materials are available for handicapped students when required.					
Standard B. Audio visuals are utilized to improve instruction.					
Elements B.1 Overhead projectors, films, easel boards, etc. are available for instruction.					
B.2 A variety of visual aids are used when appropriate to the instruction presented.					
Standard C. Instructional materials are available to meet individual student needs and strengthen instruction.					
Elements C.1 Instructional materials are available to meet individual needs of students.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.2 Instructional materials are available to meet special needs of ESL students.					
C.3 Instructional aids are available to enrich program of instruction.					
Standard D. Basic student instruction is provided through a number of educational components.					
Elements D.1 Instruction in pre-literacy skills (i.e., speaking, listening, cultural orientation, etc.) is provided to students in need.					
D.2 Instruction in literacy skills (i.e., reading, writing, computation, problem solving, etc.) is provided.					
D.3 Instruction in consumer economics, occupational knowledge, health, community resources, and government and law, etc., is provided.					
D.4 Instruction in academically related high school diploma subjects, (i.e., mathematics, reading, writing, science, social studies, etc.) is provided.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard E. Optional methods of instruction are available for achieving instructional goals and competencies.					
Elements E.1 Technology assisted instruction is provided.					
E.2 Computer managed instruction is available.					
E.3 A variety of adult instruction methods are utilized in classroom instruction.					
E.4 Individualized instruction is emphasized and/or utilized.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The staff development component of the adult education program has clearly identifiable goals and objectives for improving instructor competencies.					
Elements A.1 Goals and objectives are clearly defined for improving instructional skills.					
A.2 Goals and objectives are stated relating to the improvement of instructor knowledge of program content.					
Standard B. A formal needs assessment is conducted among staff to ascertain their training needs.					
Elements B.1 A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.					
B.2 Program strengths and weaknesses are addressed in developing inservice training programs.					
B.3 Student recommendations are considered when designing training programs.					
Standard C. Staff development activities are planned throughout the year to meet diverse needs of faculty.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Elements C.1 Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.					
C.2 Trends and developments in adult education programs are regularly disseminated and discussed with staff.					
C.3 Outside resource personnel are utilized as guest speakers on specialized topics.					
C.4 Local staff are provided opportunities to share their expertise, research findings, etc., at designated meetings.					
Standard D. Staff development sessions are evaluated to determine their effectiveness in such areas as information dissemination, program relevancy, and quality of presentations.					
Elements D.1 An assessment of the overall quality of staff development instruction is regularly conducted.					
D.2 Participants have the opportunity to rate the quality of the training pertaining to information dissemination, meeting identified needs, and quality of presentations.					
D.3 Results of current and previous evaluations are utilized in designing future training programs.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard E. Staff development activities have impacted the adult education program through improving teacher effectiveness in instructing adults.					
Elements E.1 Evidence is available to indicate instructors have improved their skills used in teaching program participants.					
E.2 Teachers have demonstrated to students and administrators an increased knowledge of program content.					
E.3 Teachers have demonstrated improved proficiency in acquiring and utilizing program materials.					
E.4 Faculty who have participated in staff development activities have demonstrated measures to improve program effectiveness, including reduced drop-outs, increased student completers, obtaining more information on students, increased referrals, etc.					
E.5 Students participating in the adult basic education program have indicated that the quality of instruction has improved, classes are more relevant, or that their needs are being addressed more effectively than previously.					
E.6 Staff development program accommodates teacher professional development.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. Community involvement and public relations are utilized in organizing and implementing the adult education program.					
Elements A.1 Continuous information is provided to community based organizations, agencies, and other public service providers.					
A.2 Program information is regularly disseminated to the target population in the community.					
A.3 Coordination of services and activities is evident from student referrals to and from the related service agencies.					
A.4 Guest speaking engagements, "Open House," and other types of public centered activities are conducted by program staff.					
Standard B. Program administrator has conducted a community wide demographic analysis which is utilized in program planning.					
Elements B.1 Information is available pertaining to the potential number of students, age groupings, sex, and ethnicity.					
B.2 Information is compiled and made available concerning other adult education programs in the community.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
B.3 Information relating to school dropouts and program leavers is utilized in planning or coordinating program activities.					
B.4 Information relating to occupational knowledge and job training programs is disseminated program staff and participants.					
Standard C. A community wide recruitment program is set up to provide for program expansion and greater program access.					
Elements C.1 Program administrator ascertains from student feedback data which recruitment methods have proven most successful among groups of participants.					
C.2 Program information is made available to community based organizations and service providers for subsequent distribution to prospective students.					
C.3 Classes are co-sponsored with various organizations to facilitate recruitment of target population.					
C.4 An analysis of student participation data is conducted to ascertain whether or not the target population is being recruited as projected.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.5 Recruitment activities are conducted to at least maintain or to increase current levels of enrollment.					
Standard D. The adult education program initiates activities to increase coordination among agencies and organizations serving the adult population.					
Elements D.1 The adult education program actively participates in cooperative planning meetings and discussions.					
D.2 Volunteers are utilized in tutoring and other supportive activities in the adult education program.					
D.3 The program is coordinating activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement.					
D.4 Linkages with business and industry are in effect.					
D.5 Cooperative linkages exist with other State and Federal programs providing employment services, job development, or vocational training.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.					
Elements A.1 Students have regular opportunities to provide feedback to teachers and counselors reflecting their perceptions of how effective the program has been for them.					
A.2 Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training.					
Standard B. Feedback is obtained from groups, organizations, and related programs that have an interest in the continuation of the program.					
Elements B.1 Information from an existing advisory committee or participatory planning committee is obtained and utilized.					
B.2 Feedback is obtained from other organizations and related programs concerning coordination and referral services.					
Standard C. Impact information is regularly obtained from student completers and leavers describing the results of the program.					
Elements C.1 Information pertaining to work related outcomes is collected.					

EVALUATION

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.2 Information pertaining to reduced dependency upon welfare is collected.					
C.3 Information concerning students entering adult secondary, or college programs is available.					
C.4 Information concerning students entering training programs such as vocational educationand Jobs Training Partnership Act (JTPA) is available.					
C.5 Information describing increased confidence levels of students dealing with personal and family life coping situations.					
C.6 Information describing the extent to which student objectives are met is available.					
C.7 Information pertaining to increased levels of self confidence in coping with societal demands is available.					
C.8 Information is available to describe increased student effectiveness in coping with situations pertaining to consumer economics, occupational knowledge, health, community resources, government and law.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
C.9 Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation, and problem solving.					
Standard D. Instructors are involved in measuring program implementation.					
D.1 Instructors make regular assessments of students' progress.					
D.2 Instructors view assessment of student progress as an integral part of instruction/ learning/ application and as necessary to both student and course/instruction improvement.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
Standard A. A system for awarding educational credit is established and maintained by the agency.					
Elements A.1 A system is established that will enable students to transfer earned educational achievements to other educational institutions.					
A.2 Student records consisting of test scores, progress reports and other essential information are maintained by the agency.					
Standard B. Provisions for diagnostic and achievement testing are available for students.					
Elements B.1 Placement assessment is conducted at the time of initial student enrollment into the program.					
B.2 Diagnostic and achievement testing, including the GED Test, is available or can be reasonably scheduled to accommodate program participants.					
B.3 Students have the opportunity to demonstrate subject matter proficiency through competency testing.					
B.4 Diagnostic and assessment testing is available for students with limited English and non-English speaking skills.					

	NEEDS TO IMPROVE	MEETS STANDARD	EXCEEDS STANDARD	NOT APPLICABLE	MATERIAL REVIEWED AND/OR OBSERVATION
B.5 Provisions for assessing and recording progress in completing student goals, objectives, or educational achievements are established.					
Standard C. Guidance and counseling services are available to facilitate student growth, direction setting, accessing information, and decision making.					
Elements C.1 Guidance and counseling services are available to program participants.					
C.2 Agency referral services are made available upon request to facilitate problem solving (e.g., including emergency food, shelter for abused women, legal services).					
Standard D. Supportive services are available for program participants.					
Elements D.1 Child care services are facilitated by the program to assist parents to continue their education.					
D.2 Transportation services are facilitated by the program.					

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ABE PROGRAM EVALUATION INSTRUMENT

I. ADMINISTRATION

STANDARD A. The adult education program has an established statement of philosophy and goals for guiding program operation.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Has the program formally adopted a statement of philosophy and goals?			
A-2.	Is the conduct of the program consistent with that statement?			

STANDARD B. The adult education program has a formal organizational structure for conducting the program.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Does the administrator have a formal chart depicting organizational structure and relationships among staff members?			
B-2.	Are descriptions of duties and responsibilities of staff members available for examination?			
B-3.	Is the formal organizational structure used as a basis for processing information, making assignments, communicating with students, and working with the community at large?			

STANDARD C. Duties, functions, and qualifications of staff are primarily adult education oriented.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Have staff received training and/or degree in adult education courses of study?			

STANDARD D. Administrative support services are adequate.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
D-1.	Is clerical support available for program usage?			
D-2	Does support staff serve instructional, administrative, and student needs?			

STANDARD E. Management practices are employed to achieve optimum program results.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
E-1.	Does the adult education administrator coordinate major program elements to achieve results?			
E-2.	Does the adult education administrator delegate specific tasks to appropriate staff?			
E-3.	Does the administrator follow through on tasks to ensure completion when scheduled?			
E-4.	Are major events coordinated to occur at appropriate time intervals throughout the year?			
E-5.	Are criteria for employing program personnel available upon request?			
E-6.	Are student enrollment and separation data, progress data, and attendance reports submitted to the Ky. Dept. of Education on a timely basis?			
E-7.	Are AE-3,-7,-9,-10's and copies of invoices submitted as required by KDE?			
E-8.	Are program descriptions available for providing information to adult education students and members of the community?			

STANDARD F. An adult education advisory council has been established, and periodic meetings are conducted.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
F-1.	Is a list of program representatives serving on the council available?			
F-2.	Are council meetings held regularly, and are supporting records and minutes available?			

II. PLANNING

STANDARD A. The adult education management plan consists of goals and objectives consistent with legislative and State Plan requirements.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Does a statement of objectives describe measurable outcomes?			
A-2	Do program purposes and objectives encourage ABE programs that will (1) enable adults to acquire basic literacy skills necessary to function in society, and (2) provide education that will enable them to become more employable, productive, and responsible citizens?			

STANDARD B. The goals and objectives of the adult education program have been disseminated to the staff.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Have program goals and objectives been published and disseminated to staff?			
B-2	Are staff meetings (administrative and instructional) held to provide information and discuss issues relating to program goals and objectives?			

STANDARD C. There is evidence of the program's objectives being met or of progress in achieving those objectives.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Are program achievements disseminated to adult learners and to organizations in the community?			
C-2	Are periodic meetings held with a higher level administrator to review progress in meeting program objectives?			

STANDARD D. A long range plan for adult education in the community has been developed.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
D-1.	Is a community needs assessment used to provide a basis for the future direction and growth of the ABE program?			
D-2.	Have long term solutions been incorporated into the long range plan?			
D-3	Does the plan ensure that the target population will be served in both present and future program operations?			

III. FACILITIES

STANDARD - A. Instructional facilities are strategically located so that as many adults as possible can attend regardless of their physical, economic, or educational needs.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Is the facility located near the target population and readily accessible to the adult student?			
A-2.	Is it accessible by public transportation?			
A-3.	Is it accessible to the handicapped and physically disabled?			
A-4.	Does the facility have a lighted parking lot and a clearly identified entrance?			

STANDARD - B. The physical arrangement of the facility is such that students and instructional staff would feel comfortable and have adequate space at all times.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Are there adequate lighting, ventilation and temperature controls in the facility?			
B-2.	Is space available for testing and counseling of students?			
B-3.	Is there adequate study and storage space to meet instructional needs?			
B-4.	Are office and storage space available for instructional staff?			
B-5.	Does the facility meet local safety and health requirements?			
B-6.	Are there adult restrooms?			
B-7.	Is furniture adult-sized?			
B-8.	Is the facility clean?			

IV. INSTRUCTION:

STANDARD - A. Instructional materials are provided that meet the educational needs of students.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Are a variety of materials and supplies available for students?			
A-2.	Are instructional materials up to date?			
A-3.	Are instructional materials on appropriate reading and math levels?			
A-4.	Are special materials available for special populations (ESL, handicapped)?			

STANDARD - B. Alternative methods of instruction are available for achieving instructional goals and competencies.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Is individualized instruction emphasized (Based on individual needs, students proceed through program at their own pace)?			
B-2.	Are self-instructional materials used for most instruction?			
B-3.	Is technology assisted instruction available? (KET-GED tapes, KET-First Page, CAI)			

STANDARD - C. Basic student instruction is provided through a number of educational components.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Is instruction in pre-literacy skills (i.e., speaking, listening, cultural orientation, etc.) available to students in need?			
C-2.	Is instruction in literacy skills (i.e., reading, writing, computation, problem solving, etc.) available?			

C-3. Is instruction in consumer economics, job seeking skills, health, community resources, government and laws, etc, provided?			
C-4. Is instruction in preparation for the GED Tests provided?			

V. STAFF DEVELOPMENT

STANDARD - A. The staff development component of the adult education program has clearly identifiable goals and objectives for improving instructor competencies.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Is ongoing staff development a component of the local adult education program?			
A-2.	Is staff development related to improving instructional skills?			
A-3.	Is staff development related to improving knowledge of program content?			

STANDARD - B. A formal needs assessment is conducted among staff to ascertain their training needs. Development activities are planned to meet needs and are evaluated for effectiveness.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Is a needs assessment conducted at least annually to ascertain training priorities?			
B-2.	Are program strengths and weaknesses addressed in developing inservice training programs?			
B-3.	Have all staff members participated in KDE sponsored orientation and preservice training?			
B-4.	Have all staff members participated in regional or statewide inservice training?			
B-5.	Is there a regular assessment of the overall quality of staff development activities?			
B-6	Are results of previous and current evaluations used in designing future training programs?			

STANDARD - C. Teachers are competent in the use of strategies for teaching reading, writing, language, math, and test-taking skills. They are knowledgeable in the psychology of the undereducated adult.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Have all staff members been trained in at least one accepted approach to teaching the illiterate adult?			
C-2.	Have all staff members been trained in providing remedial education in the basic subject areas?			
C-3.	Have all staff been trained to teach test-taking skills?			
C-4.	Have all staff members received training in how to teach the undereducated adult?			
C-5.	Are trends and developments in ABE regularly disseminated and discussed with staff?			
C-6.	Is there evidence of improved quality of service to students as a result of teacher training?			

VI. COMMUNITY INVOLVEMENT AND PUBLIC RELATIONS

STANDARD - A. Community involvement and public relations are utilized in organizing and implementing the adult education program.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Is program information regularly disseminated to community based organizations, agencies and public service providers?			
A-2.	Is program information regularly disseminated to the target population?			
A-3.	Does the program year begin with an "open house" and close with a student-recognition ceremony or some other public activity?			
A-4.	Do staff members conduct public speaking engagement?			

STANDARD - B. A community wide recruitment program is set up for program expansion and greater program access, based on a community demographic analysis.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Are demographic data collected and used to publicize the ABE services?			
B-2.	Has the program supervisor ascertained which recruitment methods are most successful among groups of participants?			
B-3.	Is information related to school dropouts, program dropouts, job training participants, occupational needs used in planning?			
B-4	Is there a community-wide recruitment program established to provide for program expansion and greater access?			
B-5.	Are classes co-sponsored with various organizations to facilitate recruitment?			

STANDARD - C. The adult education program initiates activities to increase coordination among agencies and organizations serving the adult population.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Is the staff involved in planning activities to increase coordination among agencies and organizations serving the adult population?			
C-2.	Are linkages with business and industry in effect?			
C-3.	Are there linkages with other state and federal programs providing employment services or vocational training?			

VII. EVALUATION

STANDARD - A. There is an ongoing evaluation of the program/staff at all times by the local district, KDE and the adult student.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Are teachers observed and evaluated as instructors on a schedule determined by local board policy, with a copy of the report forwarded to KDE?			
A-2.	Are students asked after a minimum of 15 hours of attendance to evaluate the effectiveness of the program?			
A-3.	Are cooperating agencies, groups, and organizations asked to evaluate the ABE/GED program informally?			
A-4.	Are KDE reports (AE-3's AE-10's, enrollment lists, scanner sheets) submitted regularly as a component of evaluation?			
A-5.	Are records of student progress maintained?			
A-6.	Is the program evaluated at least once every three years by KDE?			

VIII. STUDENT SERVICES

STANDARD - A. Student efforts are supported through testing and feedback as to progress.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
A-1.	Are students tested upon enrollment for the purpose of diagnosis?			
A-2.	Are students tested periodically to assess progress?			
A-3.	Are tests appropriate for ESL and low level or non-readers available?			
A-4.	Do academic work folders contain records of student progress?			

STANDARD - B. Upon request students are readily given information which facilitates GED testing and post-secondary study and information which facilitates problem solving.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
B-1.	Are agency referrals made upon request to facilitate problem solving (spouse or child abuse, malnourishment, need for social assistance, etc.)?			
B-2.	Is information in consumer economics occupational knowledge, health, parenting, community resources, citizenship, government and law, voter registration, drivers' education available?			
B-3.	Does the program provide information to students regarding GED testing requirements, test sites, test dates, etc.?			
B-4.	Does the program provide information to students regarding post-secondary educational/ vocational programs?			

STANDARD - C. The learning center (if one exists) supports the efforts of students unable to attend during the day.

		YES	NO	COMMENTS/DOCUMENTATION/EVIDENCE
C-1.	Is the center open at least two evenings a week to meet the needs of students unable to attend during the day?			

Please explain factors affecting the growth, decline, or retention rate of the learning center.